



# LITERATURE CIRCLES: TWITTER

## 2 week ELA Unit

- Grade Level - 6<sup>th</sup>
- 1 hr./day each day
- Above Level
- 5 Selected Texts
- 5 Group Roles
- Mini-Lessons
- Tech Component:

TWITTER



# WHAT ARE LITERATURE CIRCLES?

## ROLES

- Summarizer
- Vocab. Enricher
- Illustrator
- Questioner
- Connector

Literature Circles are . . .	Literature Circles are not . . .
Reader response centered	Teacher and text centered
Part of a balanced literacy program	The entire reading curriculum
Groups formed by book choice	Teacher-assigned groups formed solely by ability
Structured for student independence, responsibility, and ownership	Unstructured, uncontrolled "talk time" without accountability
Guided primarily by student insights and questions	Guided primarily by teacher- or curriculum-based questions
Intended as a context in which to apply reading and writing skills	Intended as a place to do skills work
Flexible and fluid; never look the same twice	Tied to a prescriptive "recipe"

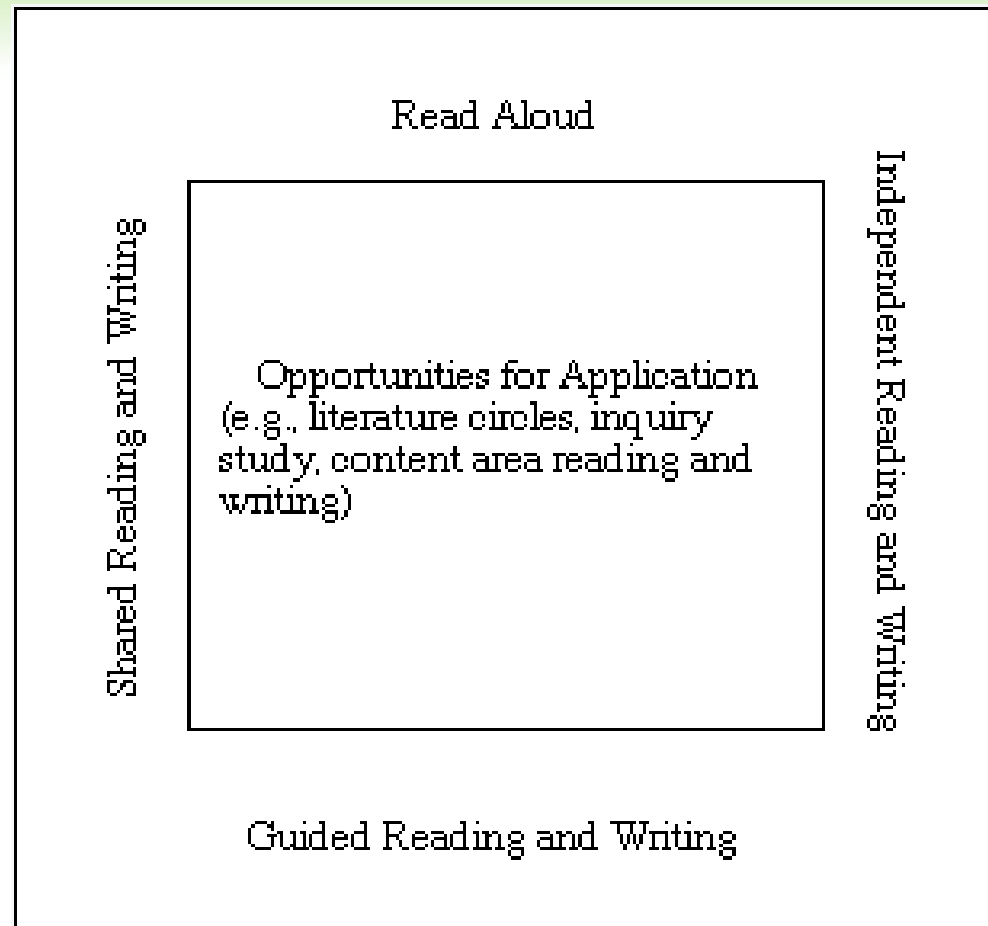
From *Getting Started with Literature Circles*

by Katherine L. Schlick Noe & Nancy J. Johnson

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# LITERATURE CIRCLES IN A COMPREHENSIVE LITERACY PROGRAM

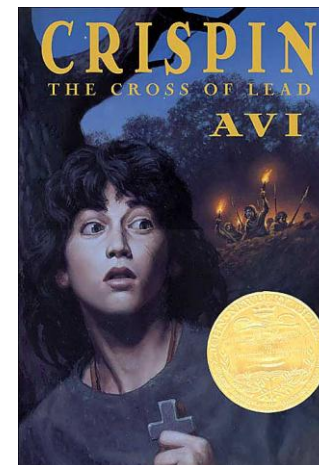
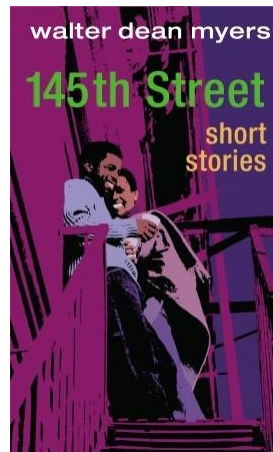
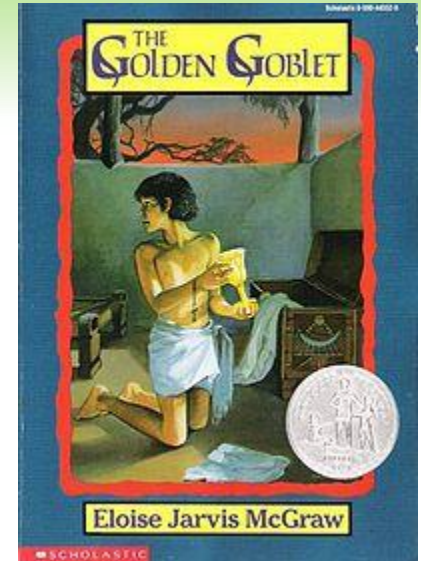
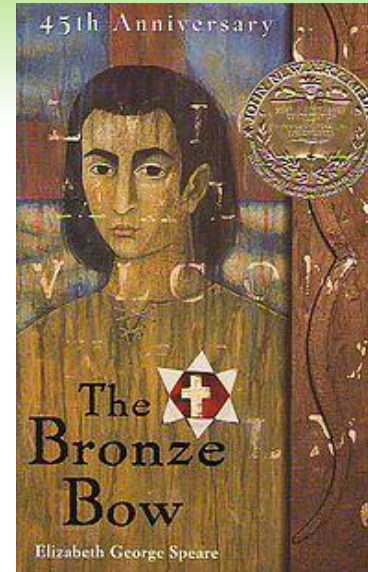
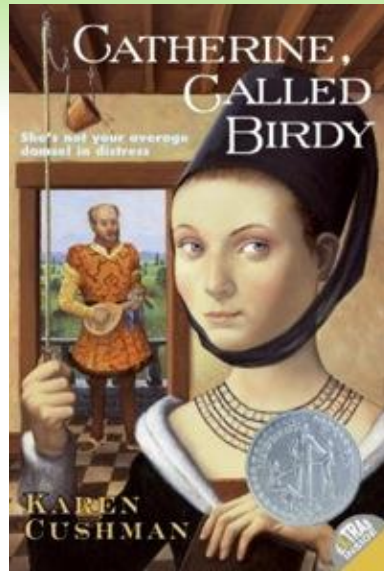
*\*\*one way for  
students to  
apply what  
they are  
learning about  
reading and  
writing\*\**



# SELECTED TEXTS

*\*students will  
be separated  
into groups  
based on  
preferred  
text\**

**KEY = student  
choice**



# LITERATURE CIRCLES: MINI-LESSONS

## Mini-Lessons

• *Character webs*

• *Mixed Mini-Lit.*

*Circle Share*

• *Daily Reflections* -

in response to prompt

• *Group Evaluations*

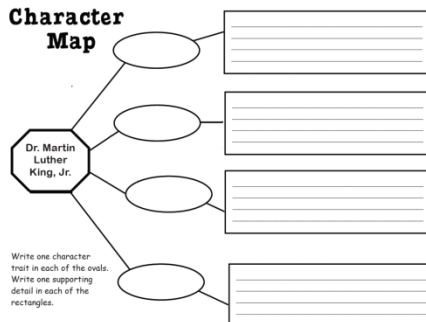
Literature Circle Peer Evaluation Sheet

Name of Evaluator  
Date  
Title of Novel/Selection

Give each person in the group marks in each category based on the following scale:  
4- excellent  
3- average  
2- little  
1- almost none  
0- none

Quality	Member 1	Member 2	Member 3	Member 4	Member 5	Member 6
Was prepared with job completed						
Stayed on task; didn't waste time						
Questioned and responded to ques.						
Was polite, didn't interrupt or mock						
Spoke loud and clearly						

Character Map



## Mixed Mini Literature Circle Share:

• *Once per week* – share summary of group book with someone from another group; students assigned #'s for rotation

## Examples of Daily Reflections:

• Letter to main character  
• Alternate ending to specific passage  
• Journal Entry – personal response

# TWITTER: STUDENT USE (DURING ELA UNIT)

## What is Twitter?

•Online social networking & microblogging service that enables users to send and read text-based posts of up to 140 characters called “tweets”

Daily Group Post -  
Respond or Question  
Another Group (10 total)

Nightly Individual Post -  
Respond to reading (surprised you, bothered you, interesting passage); 10 total

Weekly Mixed Group Post - @ end of week, each person will follow tweets from another group and respond to different members with @ least 2-3 questions/comments



# TWITTER: KATE'S LEARNING TOOL

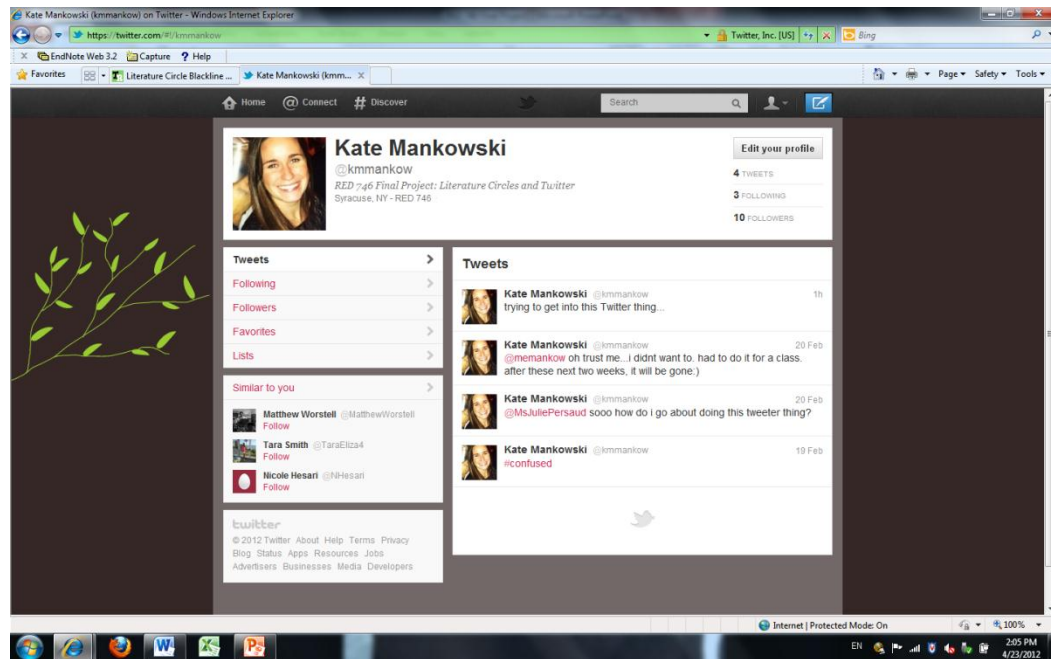
**\*\*Follow me @ kmmankow**

## Twitter as a Learning Tool:

*•Evaluated and used a picture book in combination with Twitter to teach/model for students and learn more about Web 2.0 Technology*

## RED 746 –

- Use a picture book to model for students/provide example of how students should use Twitter throughout their reading
- Model my experience with Twitter and my project by using and learning from Twitter





# LITERATURE CIRCLES: FINAL PROJECT

## Literature Circles Final Project Options

- 1) If you were the artist in charge of making three illustrations for the book, what three scenes would you draw? For each illustration, explain in at least a page what is occurring in the scene and why you picked it.
- 2) Make a diorama showing a scene from the book. Include a one page written explanation of what is show.
- 3) Create a comic strip of the main events that occur in the novel from start to finish. Make sure to include characters, setting, plot, conflict, and the resolution of the story.
- 4) **Specific to Catherine, Called Birdy** – create a journal in which you respond to Catherin’s journal entries within the novel. Include your opinions, suggestions or responses to her writings (pay attention to rubric).
- 5) Classic Book Report – template provided
- 6) Create the script for a play describing the main events from the pot if the story. Include characters, setting, conflict, and resolution
- 7) Diary Writing – put yourself in the shoes of one of the characters. Use what you know to create a diary expressing the characters thoughts and ideas in response to the main events that occur throughout the story. Minimum of 8 diary journal entries (@ least ½ page length)

\*\*Any other final project ideas need to be approved by Miss Mankowski\*\*

*\*students will choose/create project they would like to complete to demonstrate what they have learned -  
rubric based\**





# OTHER MATERIALS / RESOURCES

**Lesson Plans**

**Book Summaries**

**Role Description  
Sheets**

**Final Project  
Ideas & Rubrics**

**Mini-Lesson  
Handouts:  
Character Maps,  
Group Evaluation  
Sheets**

**Twitter  
Directions &  
Expectations**

**Group Plan Sheet**